

## **A Guide to Understanding Designated Supports for English learners for the Online Maine Educational Assessment for Mathematics and English Language Arts/Literacy**

For the [Maine Educational Assessment for Mathematics and English Language Arts/Literacy](#) (Assessment) developed by the Smarter Balanced Assessment Consortium, 'Accommodations' more narrowly apply only to those with a 504/IEP Plan whereas 'Designated Supports' more aptly apply to English learners. For additional information on Accommodations, the Maine Department of Education's Office of Special Services hosted a webinar to overview the features and Accommodations that will be available with the Assessment.

### **[Webinar Framework of Accessibility MEA Mathematics and English Language Arts/Literacy](#)**

The following information is to inform educators of English learners about specific Designated Supports available to English learners on the Assessment and addresses only a portion of the Designated Supports. For the Complete Assessment's Usability, Accessibility, and Accommodations Guidelines go to: [http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced\\_Guidelines.pdf](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf)

### **Designated Supports**

Designated Supports for the Assessment are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Scores achieved by students using Designated Supports will be included for federal accountability purposes. It is recommended that a consistent process be used to determine Designated Supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of Designated Supports available. Designated Supports must be identified prior to the Assessment administration and are to be daily classroom supports familiar to a student. Digitally embedded and non-embedded Designated Supports must be entered by the School Test Administrator into the Test Information Distribution Engine (TIDE). Scroll down to [Quick Starts TIDE](#) for additional information on TIDE. It is highly recommended that educators of English learners work with their School Test Coordinator for their districts/schools to ensure appropriate Designated Supports are chosen and entered into the TIDE before testing. Any non-embedded Designated Supports must be acquired prior to testing.

### **Who Makes Decisions About Designated Supports?**

Informed adults make decisions about Designated Supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended. All embedded designated supports must be activated by the School Test Coordinator prior to testing by entering information into the TIDE.

Additional resources:

[MEA in Mathematics and English Language Arts/Literacy](#), by the Smarter Balanced Assessment

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### **Embedded Designated Supports:** Translated Test Directions, Translations (Glossary), Translations (Stacked)

The following embedded Designated Supports are available to English learners for whom the need has been indicated. Included is a description of each support along with recommendations for when the support might be needed.

Embedded Designated Support	Description	Recommendations for Use
Translated test directions (for mathematics items)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support.	Students who have limited English language skills can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translations (glossaries) (for mathematics items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for mathematics. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	Students who have limited English language skills (whether or not designated as English learners or English learners with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (stacked) (for mathematics items)	Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English. Spanish only.	For students whose primary language is Spanish and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.

For a list of languages that are digitally embedded: [Usability, Accessibility, and Accommodations Guidelines FAQ](#)  
English language learners (ELLs) comprise the third set of FAQs, and include questions that pertain specifically to What languages are available to ELLs?

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### **Non-embedded Designated Supports:** Bilingual Dictionary, Translated Test Directions, Translation (Glossary)

Some Designated Supports may need to be provided outside of the digital-delivery system. These supports are to be provided locally for those students unable to use the Designated Supports when provided digitally. The following non-embedded Designated Supports are available to English learners for whom the need has been indicated. Included is a description of each support along with recommendations for when the support might be needed.

Non-Embedded Designated Support	Description	Recommendations for Use
Bilingual dictionary (for ELA-performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Translated test directions in 17 different languages <a href="#">Click here for translated test directions</a>	PDF of directions translated in each of the languages currently supported. Directions may be read by a bilingual adult, defined as a person who has demonstrated native or native-like ability to read and write in both English and the language being read. Sensitivity to dialects should be considered.	Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a bilingual adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (glossaries) in 11 different languages (for mathematics items)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for mathematics. Glossary terms are listed by item and include the English term and its translated equivalent.	Students who have limited English language skills can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

#### **For questions about the Assessment:**

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